

# COURTBOUILLON

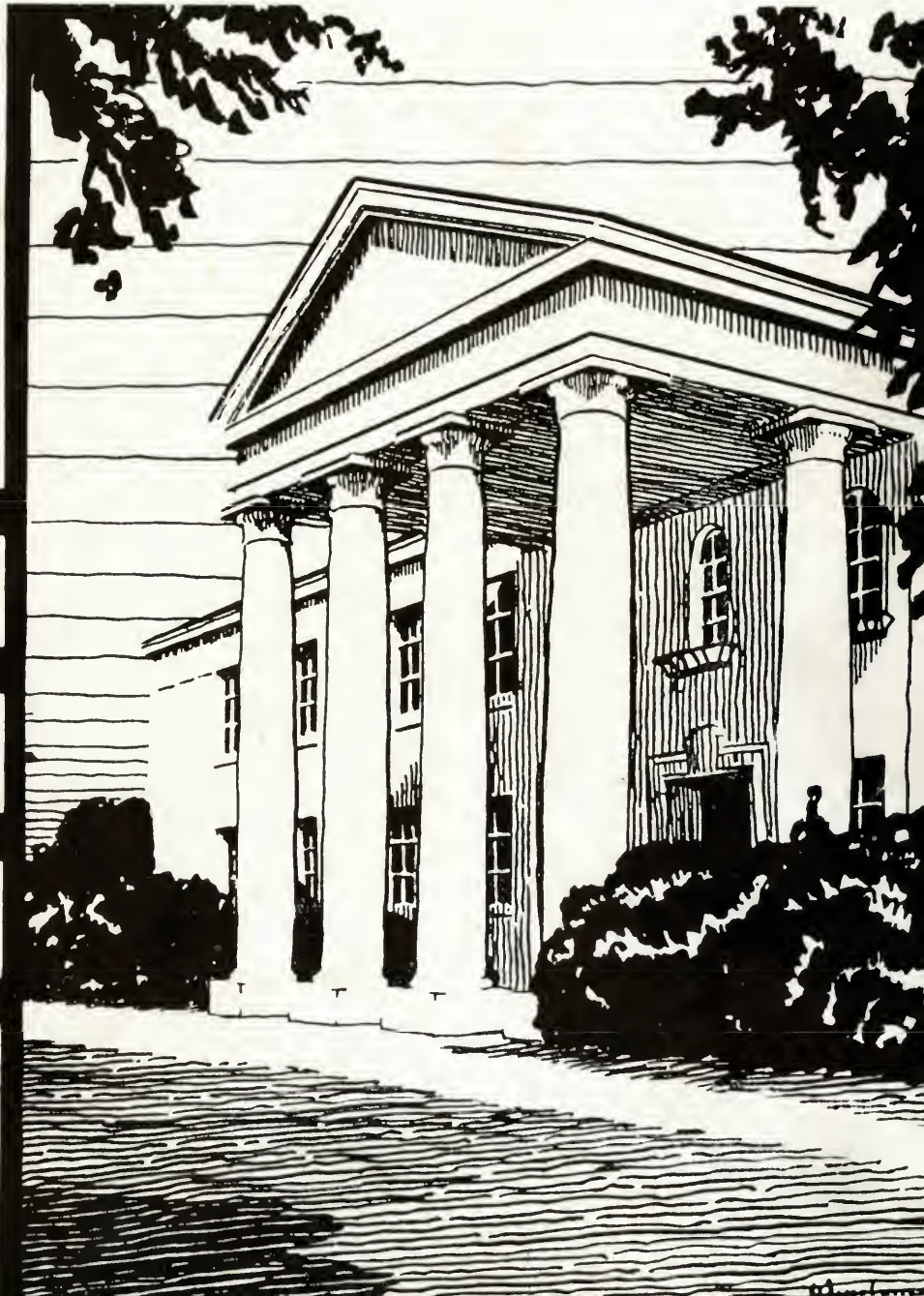
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SPRING

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# COURTBOUILLON

SPRING 1941

Vol. V

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## CONTENTS

SCENE: AMERICA, <i>By Harrison Jones</i> .....	7
BONERS. <i>Prize Errors of Dillard Students</i> .....	8
WHY SMOKE?, <i>By Eugene Winslow</i> .....	9
WHAT ABOUT MATHEMATICS?, <i>By O. Euclid Patin</i> .....	11
TWO POEMS <i>By Margaret Farrar</i> .....	13
SINGING IS SPINACH, <i>By Henry Bradford, Jr.</i> .....	14
ADVISORS GIVE ADVICE—OR ELSE, <i>By Arthur Hatfield</i> .....	15
A CALL FOR MOTHER. <i>A Poem by Arthur Hatfield</i> .....	19

## DEPARTMENTS

OUR CONTRIBUTORS.....	2
THE FORUM.....	2
THE COVER.....	2
IN OUR OPINION.....	3
CLUBS.....	16

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## Our Contributors

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HENRY BRADFORD, JR., is another music-minded young student. He was born in New Orleans in 1921. While attending Hoffman Junior High School he served as reporter for the school newspaper. At McDonogh Thirty-five, Mr. Bradford was pianist for the student body. Right now his ambition is to become a professor of music.

ARTHUR HATFIELD is the fellow whose job it is to find students who love to write.

HARRISON JONES is seldom seen by most students. He has a class at 7:45 A. M., and is off the campus before most of us have a chance to see him.

MARGARET FARRAR, born in New Orleans, is an evening school student.

EUGENE WINSLOW is staff artist for *Courtbouillon*.

O. EUCLID PATIN is Texas' gift to Dillard. His high school career terminated at Phillis Wheatley High in Houston. He is majoring in mathematics and hopes some day to become a civil engineer.

## The Forum

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To the Editor of *Courtbouillon*

Dear Sir:

I dislike the idea of criticizing a periodical while it is still in its infant stage; it seems too malicious, destructive—like hitting a man when he is down. But, since the only way to remedy a fault is to first point it out, my suggestions for an improved *Courtbouillon* will, of necessity, be preceded by my opinions of its faults.

The most obvious fault of our magazine is, you will agree with me I am sure, its lack of material. I know that you have made efforts to scrape up material to no

avail, and that you have probably come to the conclusion that Dillard students are either lazy or indifferent. I do not believe they are, but more about that later.

I think pictures would enliven the magazine considerably. You may think that childish, but some of the most popular magazines on the news-stands base their appeal on photographs and more photographs.

Perhaps, if you would not limit yourself in the type of material desired, you would get better cooperation. After all, the average student does not know enough about social, economic, or scientific affairs to write a paper on them; and short stories require a knowledge of English, a vocabulary, and a knack for writing. Of course, there are some few exceptional students who can always be depended on for contributions, but even they cannot keep a magazine going by themselves. So why not welcome all types of student expression and start the "standard raising" later.

I also suggest that you turn down few, if any, of the contributions sent to you at this stage of the magazine's development. Seeing their first efforts meet with success will encourage students to send in more material.

I like the photograph on the cover and hope this will be a standard practice . . . A pictorial page with "snaps" of college life, taken perhaps from the albums of co-operative students, would make an interesting feature . . . A small picture of the contributors accompanying their biographical sketch might entice some students to literary efforts. . . . A page devoted to humor and a poet's page might add a little  
(Please turn to page 17)

## The Cover

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THE drawing on the cover is the work of *Courtbouillon* staff artist Eugene Winslow, class of '43. It shows the front of the library and academic building, one of the first structures to be erected on the Dillard campus.

## In Our Opinion

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THE ADDRESS given by Brigadier General Lewis B. Hershey, Deputy Director, National Headquarters, Selective Service System, on "Selective Service and College Personnel" before the Conference of the National Committee on Education and Defense at the Mayflower Hotel in Washington, D. C., February 6, struck us as being suggestive of an expected change in our American system of education. In substance, he said that the college personnel will have to face the problems arising out of necessity for the defense of the United States. Brigadier General Hershey reached this conclusion:

"The Selective Service and the college personnel, together face a problem of vital importance to the United States. Men for the armed forces we must have—men who are suitable, men who are capable. Among these men must be individuals with capacity and with knowledge, not only because from individuals of this type leaders must come, but in order that the morale of the group will be cemented by the fact that the best of our citizenry accepted their responsibility. The adjustment between Selective Service and the colleges must be such as will insure in the future a sufficient supply of the type of men trained in colleges. This may place upon the men and upon the colleges the necessity of short cuts in education and intensification in training. There is a challenge today for service—service which will aid in perpetuating this nation. . . ."

Frankly, the question that comes to our mind is: What is to be the future of American colleges? They must make adjustments to fit in the program of national defense. How will these changes affect the college? How will they affect the college student? We only ask these questions; we do not pretend to know the answers.

These questions should be of deep concern to colleges and college students. A provision in the Training and Service Act gave complete deferment to college youths until July 1, 1941. During the period between the passage of the Act and the July date, colleges and students are expected to plan their future with the knowledge that there are liabilities for service which must be met. To aid schools in understanding the defense measures, the Information Exchange on Education-and-National Defense has been established in the United States Office of Education as a new national defense service to schools. The exchange works to speed up the process by which schools and colleges from coast to coast may learn and profit from the defense programs. Certainly, something is happening to the American way of education. In a few months individuals from all groups of college personnel will be engaged in training and service in the armed forces of the nation.

Brigadier General Hershey asked these questions in his address:

"What will be the effect upon the colleges of the operation of the Selective Service and Training Act after July the first?

Will the number of individuals inducted into the service be sufficiently great to jeopardize the proper functions of the colleges? Will this reduction in attendance be further jeopardized by a rise in opportunities for employment in industry? Will there be threats to the academic freedom



## Courtbouillon

of the colleges by the entrance of the military into campus activities? If the answer to any or all of these questions is in the affirmative, what can be done by Selective Service or the college to reduce the impact created by the operation of this system?"

In answer to the first question, which seems to be a generalization of the others, we are of the opinion that American colleges will feel the loss of those students who are inducted into service. And in some measure their absence will cause no little notice of the change brought about in the whole nation's education program. Particularly, we feel that there will be a slight decrease in the number of students coming out of our institutions of higher learning, while there will be no great difference in the enrollment of new students.

The situation, as it appears to us, will mean that American colleges, in order to function properly, will have to shorten their years of study or re-arrange their semesters and quarters so as to supply students, who have become of age, for the armed forces and receive others who have been discharged from service.

On the other hand, we are inclined to think with those individuals who believe that the present provisions of the law regarding college students should be extended. We take this attitude because we believe that if students are permitted to complete their college work, they would be far better prepared to take responsible positions in the defense program than if they were inducted into service in the middle of their studies.

But if America needs future leaders for her defense, they must come from the classrooms of the nation's colleges. We only hope that whatever the adjustment between Selective Service and the colleges might be, that it might be for the good of the country and for the good of the colleges.—ARTHUR HATFIELD.

\* \* \* \*

NEARLY eighty per cent of the graduates of Dillard University are teaching school. This fact should mean something to us here because, in a way, it predicts the fate of those of us who someday hope to attain that coveted degree. If at present, there are eighty per cent of our alumni teaching, we can accurately suggest that the greater majority of us will do likewise.

Every fall there are approximately five thousand vacancies existing in the staffs of Negro schools and not nearly so many people to fill them. The result is simple. Superintendents see this, and realizing that they cannot get qualified teachers, seek the services of anyone who has a high school diploma, and puts him to work at twenty-five dollars a month. Then, as long as this condition continues, there is no need to search for college graduates because their employment would require an increase in salary. If any pressure is brought to bear the college graduate is hired at fifteen dollars a month more than the high school graduate was receiving, with the warning that if he squawks, he will be relieved and the twenty-five dollar person re-hired.

This fact, however, is snowed under by the more far-reaching implication of collegiate preparation for the profession. Horace Mann Bond has ably described the vicious circle in which there occurs a devastating spread of ignorance. Ill-prepared students leave college, impart their feeble bearings to others who go to college with the same instability and come out to continue the spread. No wonder county superintendents would just as

## Courtbouillon

soon hire the high school graduate!

One of our greatest troubles is that we are too easily satisfied. School systems would hardly be as rotten as they are if progressive people plugged away at them in search of democracy. Of course this means sacrifice as that suffered by others who have dared to challenge existing injustices. If too much criticism is leveled against any organization that organization will eventually take cognizance of that criticism. Perhaps it is asking too much to suggest sacrifice. We accepted involuntary servitude, and possibly we are destined to keep on accepting; but, we all deny this.

Right here at Dillard we fail to exercise our democratic rights in the Student Union because we are satisfied no matter which course the Union takes. Here is a chance to vote, to debate, to discuss the issues of the day with some of the best minds of our generation. The germ of our problem is right here—we can put our fingers on it.

It is clear that in a large measure our whole question of political and socio-economic salvation is tied up in Dillard University; it is tied up in all institutions of learning and their points of influence. There is no need in our deploring our peculiar position here and then shuffling off to wait for a miracle to happen. There is no short cut; instead, the road is long and requires not only tedious labor, but oneness of purpose.

If we are going to dedicate our lives to the spiritual and intellectual uplift of our people, we must begin here to seek perspective and purpose in life. Plato, Rousseau, Herbart and Horace Mann all did it. They were men just as we. They are now martyrs.

"Be ashamed to die until you have won some victory for humanity."

—EUGENE MORGAN.

\* \* \* \*

DILLARD UNIVERSITY, as other Negro institutions throughout the nation, celebrated the week beginning February 16th as National Negro History Week. Such a celebration, coming at this time of widespread social disaster should have served to do at least two things for the students who participated in the celebration of the week. First, it should have proved conclusively that the tradition of the Negro people has always been one of militancy, and not one of complacency. Second, it should have served to fire Negro students with a determination to continue in the tradition which is part of their heritage, for it is only to the extent that Negro college students give themselves with diligence to solving the problems with which their people are confronted that the Negro people will free themselves from the shackles of exploitation."—ALVIN JONES.



*THE WORKER* —Winslow



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# COURTBOUILLON

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## SCENE: AMERICA

*By*

*Harrison Jones*

I cherish America not as a geographical expression, but as one of the last citadels of freedom. I am depressed by the many preliminary indications that an anti-fascist crusade is by far the most probable route to the establishment of some kind of fascism in America.

Never in history has democracy been in such peril of total eclipse as at the present time. America, with its predominantly liberal, political, and intellectual tradition, has not yet taken a star lead in the world's great drama, World War II; yet, the dilemma of democracy in America is a difficult, if not an insoluble problem. It can, I believe, be briefly summed up in this paradoxical question: Is it possible for America to resist the totalitarian onslaught without going totalitarian in the process?

When did America most resemble a Fascist state? Was it when we were engaged in our great crusade to make the world safe for democracy? Nazi judges and Nazi guards in concentration camps would cer-

tainly voice guttural approval of some of the twenty year sentences meted out to war critics and of the sadistic brutality which mobs and prison officials practiced against I. W. W.'s, conscientious objectors, and other dissidents. There was that organization of American writers during the World War who called themselves the Vigilantes, and constituted themselves censors of un-Americanism, and zealous, if amateurish, spy-hunters. And, can some of us remember without weary disgust those ministers of the Lord who went stumping up and down the country shouting "God, damn the Kaiser", and hastily assuring their audiences that they were not swearing? Or can some of us remember the rural bankers who combined patriotism with profit-making by forcing "Liberty Bonds" on more or less willing customers to the accompaniment of four minute orations on the manifold wickedness of the Hun? And, there was Pittsburgh proving its martial fervor by "banning Beethoven." Were not all these familiar



## Courtbouillon

American wartime phenomena painfully suggestive of the every day routine of life in the modern fascist state?

Shall the ugly combination of profiteering and intellectual repression, so characteristic of America during the World War, again raise its head? It was accidental, but highly significant, that the same issue of *The New York Times* that published the venerable Dr. Butler's warning to all Columbia professors to accept his views or get out also printed on its financial page the following note: "A long war would be bullish for securities; and traders now apparently expect just such a state of affairs."

There should be much clearer thinking about the nature of war, about what it can and cannot be reasonably expected to achieve. On this subject an appalling amount of muddled and confused thinking has been finding expression. Is America arming to defend itself and adjacent parts of the continent against possible invasion? Or does it arm to restore integrally the map of Europe as it existed before September 1, 1939, or the map of Asia, as it was before Japan conquered Manchuria? Or is America arming for a holy crusade against the totalitarian form of state wherever it may exist?

Before giving up the problem as quite hopeless, one should at least try to consider whether there may be some rational course between the illusion of complete unpreparedness, which would expose American democracy to the danger of being crushed from without, and the illusion of turning the country into a huge arsenal, in which democracy would just as certainly perish from within.

There seems to be a general failure in America to distinguish between two aspects of the totalitarian revolutions which have swept over Europe. In these revolutions there is an element of forceful conquest that ought to be resisted by force of arms. But, there is also an element of social and economic change which cannot be effectively opposed by force of arms.

The "problem" in the Orient is indissolubly connected with the "problem" in the Occident, and it is useless to try to seek a solution of one without the other. The roots of the conflict here lead back to the failure of the first World War to decide the issue between empire and democracy or to find any method by which imperialism could prolong its life without another titanic catastrophe. We can blame America's

(Please turn to page 17)

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## BONERS

### *Prize Errors of Dillard Students*

The Elizabethan Theatre had eight sides and so had Elizabeth.

The student proceeded to his advisor with his coast schedule.

The underground railway was the first subway in America.

Marriage is what every normal girl goes through.

The first person she met was the register to whom she gave her record book.

The farmers of our Constitution were intimately acquainted with the writings of great men.

Aseptic surgery means that it is given to the instruments before operation.

# WHY SMOKE?

By

*Eugene Winslow*

WHEN SIR WALTER RALEIGH planted a colony and a batch of tobacco in Virginia in the seventeenth century, he had no idea that it was his tobacco, not his colony, which would flower into immortality. But so it has. Ask any college student how many cigarettes there are in a pack and he will answer quick as a flash, "Twenty". Then, ask the same student how many settlers were in the Roanoke colony. The silence will be embarrassing, and naturally so. All that remains of that ill-fated colony is its name carved on a tree; while tobacco, its by-product and its consequences, is evidenced in a million and one ways: from ash trays, cigarette cases, cigar boxes, tobacco pouches, cigarette lighters, and pipe racks to smoking jackets, smoking cars, smoking lounges, and smoking women.

What is this popular appeal of smoking? What hidden joy is there in inhaling a cloud of smoke and blowing it out again? Why is it an integral part of little Johnnie Junior's idea of being a grown up? In short, why smoke?

Through self analysis, I find that I indulge in smoking for the following general reasons: for the sake of appearance, for mental relaxation, from force of habit, and for the actual physical benefit derived therefrom—or a reasonable facsimile thereof. The reasons vary as to the occasion.

Let us examine these justifications more closely. First, we have appearance. If you look on almost any page of your *Esquire*, you will probably find a young man,

the acme of sartorial perfection, attired in the latest fashions from New York; drapes, tweeds, ascot, and almost invariably with a cigarette in his hand or a pipe in his mouth. Although they may have come from the corner drug store instead of New York, the addition of cigarette or pipe seems to add that smooth, suave finishing touch to the ensemble. If we see a man retiring in front of a cozy fireplace, an open book in his lap, a dog at his feet, we instinctively look for an old briar pipe. If it isn't there, we miss it—and no doubt, he does, too. There is an air of sophistication in smoking which probably justifies little Johnnie Junior's belief that he won't be grown up until he has bought his first package of cigarettes.

Sometimes I smoke to forget myself, to



—Winslow



### Courtbouillon

relax, and to "get away from it all." Psychologists say the height of true joy can be experienced only when we become completely oblivious of ourselves, our troubles, our frustrations, our disappointments, and our failings. This subjection of self is the basic motive behind all forms of sports—except, professional sports, of course—and recreations, including drinking. While a person spends his time engrossed in knocking a ball around an eighteen hole golf course, he is entirely unmindful of the fact that American Utilities, Incorporated has dropped eighteen points that morning, and its possible effect upon his bank balance.

Smoking should take precedence over sports, games, and amusements in accomplishing a "freedom of the mind," because first, it is not as expensive as most forms of recreation. It is true that in some sections of the country one can see double features for less than twenty cents, but who said double features constituted recreation? Secondly, smoking doesn't require a crowd, although company may help—if they bring their own smokes. One of the greatest drawbacks to playing bridge is the eternal quest for a fourth hand. Thirdly, one can smoke almost anytime, almost anywhere, and about in any fashion. There are allowances for individual likes and dislikes; there is no end of variety in what or how to smoke.

I believe that the best air castles are built on foundations of smoke rings. The drifting, twisting smoke seems to invite our minds to forget all troubles and follow its fantastic path up and up into dreams just as fantastic as its patterns. Non-smokers, however, are warned against this form of forgetting themselves lest they defeat their own ends and become acutely and distressingly aware of themselves, particularly in the abdominal region.

Closely related to the psychological joy of smoking is the physiological benefit. You may say the very thought of smoking being beneficial is in direct contradiction to all you have heard about it. If I wrote from what I have heard, I would mention the advertisement of one of our popular brands

of cigarettes which claims this particular brand "renews and increases the secretion of the digestive fluid." Perhaps you have heard of the much publicized testimonial of the marathon runner who, after running fifty miles or so, staggered across the finish line gasping for a cigarette. But, I am not trying to sell cigarettes. I do not wish to be accused of hyperbole or exaggeration. I am writing from experience and observation. There is an undeniable soothing, easing of tension when, after an hour or two of exacting work, you "let up and light up." Even after the most sumptuous banquets, smokes are usually passed around to climax the meal, a sort of epicurean *coup de grace*.

Often when I have nothing in particular to do, I will light a cigarette just to have something with which to occupy my hand and mouth. I term this phase of smoking mechanical habit. It comes in handy while I am waiting for the next act at the theatre, while there is a lull in a dull conversation; while waiting for an important interview with the boss—or dean—, or while waiting for the girl friend to make her belated appearance. Coin-jingling and thumb-twiddling have been suggested, but they have their irreconcilable faults. As college students, you have undoubtedly discovered that coins are singularly scarce, and that thumb-twiddling is somewhat childish.

These arguments are not intended to be inducements to the non-smoker to join that discriminate group, sometimes indiscriminately called the "Camel Caravan." If anyone has had the will power to avoid this cultural pitfall, more power to him.

What I have attempted to do is enlighten one as to why fortunes are spent in and on tobacco, and, also, to keep habitual smokers from being classed as physical and moral slaves to a useless and senseless habit. So, the next time your father, brother, or boyfriend pulls out a cigarette don't elevate your nose in reproof, don't turn away in disgust, don't smile in sympathy, and, above all, don't ask him in wide-eyed, innocent curiosity, "Why do you smoke?" His answer may not be as polite as mine.



# WHAT ABOUT MATHEMATICS?

By  
*O. Euclid Patin*

OVER A PERIOD of time, many thoughts have run through my mind relative to mathematics and its apparent neglect by many of our present-day students. Some of these thoughts I have tried to express in a none too orderly form. In expressing them, my aim is neither to attempt an exposition of any high sounding mathematical theory nor to show that mathematics is the only science worth studying. It is my hope rather, to bring about a consciousness of mathematics, its importance and wide scope, in more of our students.

A look at the student rosters of the Negro colleges in the United States will reveal a large deficit of mathematics majors. Our own student body, with only about five tentative mathematics majors, stands as an example. We find a large number taking the first course in mathematics here, but only because it is required. A similar situation exists at other Negro colleges.

This fact is a very startling and non-gratifying one to any philomath. Furthermore, many intelligent and far-sighted leaders see a serious handicap to the Negro race in our neglect to penetrate more deeply into the field of mathematics. They see many avenues to success in this field which has a wide, continually expanding scope. Many of us, however, are satisfied with very little elementary mathematics. We fail continually to study any form of higher mathematics, because we are ignorant of the countless advantages that may be de-

rived therefrom. In the light of this, we may do well to remember the words of Herbart: "He who does not employ mathematics for himself will someday find it employed against himself."

Now just what is mathematics? Well, one writer has said that mathematics is fundamentally the science of self-evident things. Another has defined mathematics as the development of all types of formal, necessary deductive reasoning. We may take one of these as a good definition or we may take some other.

Whatever definition we may take, it is customary to think of mathematics as an abstract science. Let us not think, however, that it is in any way detached from life. In fact, mathematics is the ideal handling of the problems of life. The great concepts about which its stately doctrines have been built up are precisely the chief ideas with which life must deal and which give life its interests and problems and its order and rationality. In every walk of life mathematics is used extensively. Many of the sciences would be of little use to mankind without mathematical theories. Factories could not function, and transportation would be very dangerous were it not for the use of mathematics.

The accurate calendars which astronomers have given us are the results of mathematical calculations. Newton's law of gravitation is largely mathematical. From this law we can compute with precision the period of the revolution about the sun of

each of its satellites, predicting eclipses and the return of comets. The solution of the problem of the universe is a mathematical one. The planets move about the sun in ellipses with the sun at one of the foci.

Even in studying the earth, mathematics is used greatly. The determination of the shape, size, density, and motions of the earth are problems of the mathematical astronomer. It was a mathematical astronomer who proved that the planetesimal hypothesis is a mathematically possible explanation of the origins of the satellites of the sun and of their satellites, as well as of the origin of their motion.

Recently, biologists have employed a wide use of mathematics, notably in the theory of the development and division of the cell. Leading scholars have used mathematical formulas suitable for the analysis of the complex and highly variable data of biological observation and measurements in their experimental investigations.

Many instruments that we use every day are closely connected with mathematics. The telephone, telegraph, radio and wireless function more perfectly through the use of mathematical formulas. The transmission of more than one telegraph message over a single pair of wires is made possible by means of wave filters designed upon a purely mathematical theory.

Mathematics may yield many benefits for those who pursue a study of it. Specifically, it does much for the student. It makes him lust after knowledge, fills him with a longing to dig into the cause of things and to employ his own powers independently. It collects his mental forces and concentrates them on a single point, thus awakening the spirit of individual inquiry, self-confidence, and the joy of doing. Mathematics even fascinates because the viewpoints which it offers creates certainty and assurance, owing to the uni-

versal validity of its methods. With few exceptions the student who is apt in mathematics has a talent for the other subjects of a college curriculum. Practice in mathematical analysis prepares his mind more effectively for the other subjects.

From a purely moral point of view, mathematics purges the mind from error and prejudice, and inspires an absolute and fanatical respect for truth. Mathematical truth may serve as a pleasant entertainment for those hours which young people are apt to squander. The delightfulness of these truths may make solitude not only easy but desirable.

This plea for mathematics should in all probability be unnecessary. Yet I think it is a very timely one. In the midst of this war hysteria a more serious study of mathematics may yield much for us. No one knows definitely that the United States is going to war. But it may be well for us to think in terms of our going to war. For when any nation accumulates a huge supply of new weapons that nation is anxious to test the effectiveness of these weapons, and the best test for these weapons is war. So in the event that the United States should go to war let us reserve a place for ourselves on the level with those "two valuable" to stop bullets. One way to reserve this place is to plunge deeper into the military aspects of mathematics. Let us learn about ballistics, a relatively new addition to the mathematicians' list of crowning achievements.

Our forefathers and parents made the grave mistake of neglecting mathematics. As a result many who could have been well paid engineers are unloading the stones for white engineers. It is my hope that we, the Negro students of today, will not make this same mistake. Let us not look upon mathematics with scorn and dislike, but as a possible entrance to a better worthwhile living.

## TWO POEMS BY MARGARET FARRAR

SO SLOWLY sank the setting sun  
That twilight glimpsed too long:  
The magic blue of water—red,  
The little birds peeping for bed,  
The daisy sitting tall, instead  
Of bending low her tired head,  
And I, drowsy from buzz and song,  
Watched from my hilltop the tardy sun.

THANK YOU, Father,  
For the favors found beneath your hand:  
The wind and storm to know thou art,  
The moon and stars to stir the heart,  
The sun and rain to wake the seed,  
And you, Father  
Who sweetens every bitter thought  
With overflowing kindness.



# SINGING IS SPINACH

By

Henry Bradford, Jr.

SHOULD congregational singing have a definite place in college education? What values are there to be derived therefrom? Do these values justify student participation? Are there any individual benefits which may be inculcated through congregational singing? Should the Dillard student feel any allegiance or obligation to perpetuate the spirit and objectives of the university? Can this be accomplished to any considerable extent through congregational singing in the University Chapel? These are only a few of the pertinent questions which arise in the mind of the intelligent Dillard student when he hears our apathetic group singing in chapel.

As a member of the University Choir, the writer is definitely committed to a vigorous defense of congregational singing, believing that it is fraught with invaluable benefits.

Down the centuries, from the dim past of ancient history through the Middle Ages to the ever changing present, human beings have in some way been susceptible to the influence of some kind of music. In fact, existence without music would be a drab, dreary thing for any individual.

The oldest, noblest, and most enduring form of music is singing. The oldest because it arose from a primal instinct of the human race—the necessity to give vent to emotional expression in a more absorbing and powerful manner than through action or speech. There is a reach to music that other arts do not have. No other form

of art affords such widespread opportunities for spontaneity of unified spiritual expression, irrespective of race, of creed, or of nationality. This art is the universal language which appeals to the universal heart of mankind.

Persons utterly ignorant of the French language, for example, can immediately feel the heart stirring patriotism aroused by the rousing strains of the immortal *Marseillaise*. Even persons of differing religious denominations, who regard with disparagement the creeds and dogma of sects other than their own, unconsciously find themselves responding to the universal appeal of the music composed by members of these other faiths. Then too, through music, vast audiences of heterogeneous character—like the one which assembles annually in Soldier's Field in Chicago—are made to respond in unanimity to the irresistible wave of rhythm which overwhelms them. There is no doubt that singing does something to people. Not only is spiritual satisfaction gained, but the inspiration received from singing is responsible in a large measure for what we are likely to do next.

When Straight College and New Orleans University merged to form Dillard University, seventy years of service stood as a great heritage of the young institution. If this is so, then the Dillard students assume the responsibility of perpetuating the noble and lofty ideals of their parent institutions, and the spirit of the man for whom Dillard University is named. I should like  
(Please turn to page 17)

# ADVISORS GIVE ADVICE--OR ELSE

By

*Arthur Hatfield*

I am in the registration line waiting to re-new, for another semester, my lease on the "building of knowledge." Ahead of me is a girl student who seems to be having some trouble over grades with the registrar. As soon as the misunderstanding is cleared, the next student moves forward, goes through the regular routine, and leaves me standing before the registrar. She smiles. I return a forced smile and give her my record book. She fingers through some cards, finds one that interests her, reads it and places it back in the box. I don't know what this is for. Next, she picks up some mimeographed pieces of paper and a large card which she gives to me with my record book. With these, I walk to one of the long tables in the center of the library and proceed to carry out the rest of registration. I read the directions. When I finish the last word, I take out my fountain pen to fill in the spaces requiring personal information on the large card, but there is no ink in my pen. Darn Peter! He uses my pen more than I do. Now I'll have to use the pen on the table because all of the students are using their pens. I make my first mistake with this pen. The ink comes out too fast, and my name isn't recognizable. I use a blotter, that the student sitting next to me pushes in front of my arm, to make a clean job of drying up the ink. Now I need an eraser. Who took my pencil? I'll have to get one from Bill. With Bill's eraser I rub out my home address and write it in the correct place.

This done, I work out my temporary schedule. If I take homemaking, I can't take English because both come at the same time. So I drop homemaking. All of my other subjects are rightly adjusted. I complete my temporary schedule, ready to take it to my advisor.

I walk over to the table where Dr. Swartz is reading the morning newspaper. He seems to be disturbed about something. I don't know whether to say anything or not. Finally, I get enough nerve to ask, "Will you please check my temporary schedule, Dr. Swartz?"

He looks up, quickly folds the paper, and takes my schedule out of my hand. I can't sit down because the students are sitting in all of the seats. I stand beside Dr. Swartz, not over his shoulders. Somebody said that he was always annoyed when people leaned over his shoulders.

"This schedule seems to be all right," he says in a dry tone.

"I couldn't get homemaking in arranging my schedule. Is that all right?"

"I hadn't noticed that. What time does the class in homemaking meet?"

"I think it is 8:45 on Tuesdays and Thursdays."

"Let me see." Dr. Swartz says, looking at a long mimeographed paper with a list of courses on it. "Yes, you're right."

Dr. Swartz glances once more over the list of subjects. "What is the other subject at 8:45?"

*(Please turn to page 18)*



# Club News

## ENGLISH CLUB

The members of the English 2c freshman class have organized a literary group known as the English Salon. Officers elected were John Scott, president; Fred Jackson, vice-president; Ruby Malveaux, secretary; Olga Ford and Lizella Scott, assistant secretaries.

## FRENCH CLUB

A French comedy, Labiche's *Deux Timides*, was presented in December in the University Little Theatre. The cast—Misses Iris Butler and Melba Thompson; Messrs. Elliot Gray, Joseph Mack, and William Murphy—are to be commended. At present, the group is working on a new play to be presented during the spring.

## SPANISH CLUB

Since September a club of students and faculty members has been meeting and conversing in Spanish. The membership includes Misses Olga Hines and C. Cole; and Messrs. Antoine Joseph, and Eugene Morgan.

## SCIENCE CLUB

Organized recently, Pi Delta Tau Epsilon, the Science Club of Dillard University, is fast becoming one of the most active groups on the Dillard campus. The idea of forming such a club is credited to Dr. C. T. Mason and Dr. C. W. Buggs who have discussed plans of a science club in years past, but were reluctant to sponsor the project until students became interested enough to carry on the work themselves. Organization was effected, at the beginning of the school year, with the following persons being elected to office: Charles Atkinson, Harold Lucien, Joseph Mack, Burton Phillips, Emile Meine, and Eugene Dasent as president, vice-president, secretary, treasurer, reporter, and parliamentarian respectively. Dr. Mason was unanimously selected as advisor. Laurel Keith was designated as chairman of the Program

Committee, Samuel Dent as the head of the Project Committee, and Merrie Parham as chairman of the Social Committee.

The club sponsored, as its first major club project, an exhibit showing the interrelationship of the several fields of science, on April 4, and featured an address by Charles Atkinson, club president, a guided tour of the science laboratories, and several motion pictures on science.

The club is composed of majors in the departments of biology, chemistry, physics, and mathematics, and other interested students.

EMILE MEINE, Reporter.

## DEBATING GUILD

Until last year the Dillard University Debating Guild did not engage in intercollegiate debates. The guild met its first opponents in the University Chapel when the Lincoln debaters came to New Orleans last Spring to debate the national question. Resolved: "That the United States should follow a policy of strict isolation."

This year the guild opened with success its intercollegiate debating season with Tougaloo College, March 11, on the subject: Resolved: "That the nations of the western hemisphere should form a permanent alliance."

At Tuskegee, on March 14, the guild debated on the subject: Resolved: "That the powers of the Federal government should be increased."

A return engagement at New Orleans will be held with these schools before the season ends and it is expected that Alabama State Teachers college will be represented. Members of the guild are Joseph Mack, Charles Terry, Ernest Robb, Alvin Jones, Ernest Armstrong, Vorce Jackson, Antoine Joseph, Queen Ester Penn, and Elliot Mason. The guild is coached by Dr. Benjamin Quarles and Professor Henry Jerkins of the Dillard faculty.

JOSEPH MACK, Reporter.



## THE FORUM

variety. . . . Live cartoons would help if they would be in keeping with the standards of the magazine and if they could be afforded.

Here's hoping your next issue will be chock full of the best literature the students at our university are capable of producing.

Yours truly,  
EUGENE WINSLOW

First, we wish to announce that Mr. Winslow is the winner of the *Complete Works of Edgar Allan Poe* volume which was offered as first prize in *Courtbouillon's* letter contest. Second, we wish to clear any misconceptions our readers may have sensed as a result of reading Mr. Winslow's prize letter by stating the following:

We do not believe Dillard students are indifferent; however, we are a bit inclined to believe they are lazy in some respects.

College publications have one purpose and commercial publications have another purpose, so that we do not feel it wise to copy their style.

*Courtbouillon* welcomes all kinds of material. We have never said that you must write on any particular subject.

Now, do we pass or flunk?  
—Editor.

## SCENE: AMERICA

non-adherence to the League, or the Versailles Treaty or wherever your pet aversion begins; but, the fundamental causes are deeply historic and far too complex to unravel here. The most important is the whole system of imperial colonies, and its basic denial of every feasible scheme of international cooperation.

The world is now again divided between "ruler" peoples fighting each other for control of subject peoples. We will not have any peace and order on the earth until the subject peoples become free.

## SINGING IS SPINACH

to see the students of this university take singing in chapel as a moral obligation to continue and add to the traditions that Dillard has inherited. Singing the inspiring and devotional hymns should constitute a potent force in leading students toward this direction. For this purpose of building the Dillard tradition, what better agents of joy, of faith, of hope, and of fellowship can we have to lead us than such chapel selections as: *Lead On O King Eternal; O Master, Let Me Walk With Thee; Dear Lord and Father of Mankind; Fairest Lord Jesus; I Would Be True; Trampin; Every Time*



—Winslow  
Say, Jack, I'll let you wear my sport coat for a week if you'll let me wear your lux tonight.

## Courtbouillon

*I Feel the Spirit; and Day Is Dying in the West?*

It is not enough for the student body to sit supinely by and listen to the University Choir, secure in the assurance that it compares well with any other group of collegiate singers. Each student should feel it his individual responsibility to keep alive the traditions of his Alma Mater. This is one university activity in which all may participate and benefit by its enlivening effect.

Not only does congregational singing allow for all to take part, but it is fraught with personal values and benefits for the student. Through it, we are liberated from many of the debacles of youth. Singing develops courage, poise, ease, spontaneity of expression, clear oral deliverance, self-

confidence, relief from nervous and physical strain, emotional relaxation, spiritual recreation, cultural advancement, increased awareness of beauty, and a finer appreciation of the nobility of living an abundant life.

Congregational singing is also a valuable asset to the university as it creates a sense of oneness, a spirit of fellowship and a comradeship feeling of unanimity, increased respect for altruism in human relationships. It inspires human fraternity, molds college sentiment, welds the student body together in a common bond, provides high recreative benefits, vast socializing values, and disseminates joy, which is the active principle of life.

Then why don't we all sing in chapel when the time comes? As Negroes we have been given the credit for being the producers of the first genuine American folk songs, the melodies of which were either original or based upon African tradition. Can we afford to repudiate our rich heritage?

MADAM BOLOO  
FORTUNE TELLER



Winslow

—Winslow

*She said in the near future I would take a trip with a tall dark man. I wonder who it could be?*

ADVISORS GIVE ADVICE—or else  
“English.”

“Oh, I see. Why not take English at 7:45.”

“I’m in a history class at that time.”

Dr. Swartz looks at the schedule again. He doesn’t seem to know what to do. “Why not drop English?” he says.

“That’s the course I’m in to get my second semester’s work in Freshman English. I can’t drop out of that.”

“Oh, yes. I think you’d better see the dean. Take your schedule to him and explain that you cannot get the course in homemaking in your schedule.”

“Yes, Dr. Swartz.”

“Come back and tell me what the dean said. If he says you may follow this schedule, bring it back to me so that I may sign it and give you your course cards.”

“Yes, Dr. Swartz.”

I leave Dr. Swartz and head for the dean’s table. The dean looks tired. But who doesn’t? I explain to him about my

## Courtbouillon

schedule conflict, and he asks for my record book. I give it to him. He studies both.

"This is all right," the dean says, "get your course cards from your advisor. When you have filled everything out, come back to me for my signature."

"Yes, sir."

I go back to Dr. Swartz and get my course cards. He signs his name and I return to the dean, who signs his name on one section of the large card. I go to the checkers, and to the business office. Registration is over.

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## A CALL FOR MOTHER

*By*

*Arthur Hatfield*

MOTHER, could I ever forget  
How you tucked me in bed;  
Kissed the furrows of care beset  
In my slumbers from my head?

Oh, faithful mother of my own,  
A weary heart calls for you  
To sing in your lullaby tone  
As long ago you used to do.

Mother, the fairest one of care,  
Once again your soft hands let  
Smooth out the locks of my hair;  
Mother, could I ever forget?



## Calendar of Events

### MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### May

8- 9—Thursday - Friday, Comprehensive examinations

22-23—Thursday-Friday, Senior examinations

28 —Wednesday }  
*June*  
 3 —Tuesday } Final examinations  
 second semester

1 —Baccalaureate Sunday

3 —Tuesday, Senior Class Day

4 —Wednesday, Commencement exercises

## BOOK ROW

*Some Recent Additions to the  
Dillard University Library*

### FICTION

- |   |   |
|---|---|
| THE NAZARENE<br>Sholem Asch                     | THE HAMLET<br>William Faulkner                        |
| MASKS AND FACES<br>Phyllis Bottome              | THE MORNING IS NEAR US<br>Susan Glaspell              |
| BIG RIVER TO CROSS<br>Ben Lucien Burman         | ALL OUT<br>Samuel Grafton                             |
| THE WAY OF ALL FLESH<br>Samuel Butler           | FOR WHOM THE BELL TOLLS<br>Ernest Hemingway           |
| JACKPOT<br>Erskine Caldwell                     | SONS AND FATHERS<br>Maurice Gerschan Hindus           |
| TROUBLE IN JULY<br>Erskine Caldwell             | THE DEFENDERS<br>Franz Hoellering                     |
| SAPPHIRA AND THE<br>SLAVE GIRL<br>Willia Cather | AFTER MANY A SUMMER<br>DIES THE SWAN<br>Aldous Huxley |
| TWENTY STORIES<br>Stephen Crane                 | BETHEL MERRIDAY<br>Sinclair Lewis                     |
| DAGO RED<br>John Fante                          | WORLD'S END<br>Upton Sinclair                         |
| FATHER AND SONS<br>J. T. Farrell                | FIGHTING WORDS<br>Donald Ogden Stewart                |

### NON-FICTION

- |  |   |
|--|---|
| A SURGEON EXPLAINS TO<br>THE LAYMAN<br>Moses Benmosche | THE BIRTH AND DEATH<br>OF THE SUN<br>George Gamow |
| THE SMALLEST LIVING<br>THINGS<br>G. N. Calkins         | WINGS AT MY WINDOW<br>Ada Clapham Govan           |
| SCIENCE PICTURE PARADE<br>Watson Davis                 | LIFE ON OTHER WORLDS<br>H. Spencer Jones          |

### BIOGRAPHY

- |                                 |   |
|---------------------------------|---|
| THE BIG SEA<br>Langston Hughes  | THE STAR-GAZER<br>Zsolt Harsanyi            |
| DUSK OF DAWN<br>W. E. B. DuBois | SAINTS AND SINNERS<br>Charles Judson Dutton |